# Language Census Instructions

## Department of Education Contact Information

**Data submission assistance:**

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**English learner program and policy information:**

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**Submit forms to:**

Educational Demographics Office
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720

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# Significant Dates – Language Census Spring 2003

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|---|---|
| **By February 12** | Language Census Coordinators receive materials from CDE |
| **By February 27** | Language Census Coordinators train school staff in Language Census reporting procedures |
| **March 1 (Feb. 28)** | Language Census Information Day |
| **April 3** | Language Census data due to California Department of Education |
| **April 17th** | CDE notifies district superintendents if Language Census not received by this date |

**What is the Language Census?**
The Language Census is collected each spring. The purpose of the survey is to collect background and programmatic data on students from non-English language backgrounds enrolled in public schools in California, and to collect data of the staff who provide services to English learners. These data are collected on the R30-LC form. The submission of the R30-LC is required by the California Education Code and federal case law.

**Who Completes the Language Census?**
Submission of the Language Census for each school is a district responsibility and must be completed for every public school (grades kindergarten through 12). The following is a list of types of schools that are required to submit Language Census data:
- All regular public schools
- California Youth Authority schools
- Charter Schools (Required based on federal case law)
- Court schools
- Community schools
- Community day schools
- Juvenile halls

**Who Does Not Complete the Language Census?**
The following types of schools do not submit Language Census data:
- Preschools
- Children's centers
- Adult schools
- Regional occupational centers
- State Special Schools

**Changes to the Language Census for 2003**
This year the format of the form and the instructions have been changed slightly to clarify data collection requirements. Also the parental waiver data that was optional last year is now required. Juvenile Halls and California Youth Authority schools are now also participating in the Language Census. A list of schools is also being provided to Local Education Agencies (LEA) in order to allow LEAs to notify CDE of changes in schools.

**Reference Materials**
Additional resources to assist you in completing the Language Census are available at:
http://www.cde.ca.gov/demographics/lc/    These materials include:
- Instructions
- Forms
- Memorandum/Letters from CDE
- Frequently Asked Questions (FAQs)
- Language Census Coordinator Information
- Software News/Updates
- Record Layouts
- Edit checks

**Distribution of Language Census Materials**
The Educational Demographics Office is distributing all materials for completion of the Language Census directly to both county and school district offices. These local education agencies (LEAs) will return the completed Language Census forms or electronic data for all the K-12 public schools they administer or to which they have granted charters.

Each LEA has designated a local contact to receive and return the Language Census data to the California Department of Education (CDE). The LEA has also notified CDE of whether the data will be submitted on paper or using LCDEA software. For software users, the LEA has decided whether or not to request paper forms for internal data collection only. These internal forms are intended to gather the required data from the schools so that the district or county office can enter the data into the software. These internal forms are "working copies" and a blue label distinguishes them. LEAs that submit data to our office on paper forms will have white labels. LEAs should contact our office if they wish to change their submission option.

In distributing the Language Census materials to LEAs, each LEA will receive one CD containing the LC Data Entry Assistant (LCDEA) software, the inclusion of other contents will vary based on decisions each LEA has made.

- LEAs choosing **paper submission** will receive, for each K-12 public school, one *Language Census, Spring 2003 Form* (R30-LC), one set of *Language Census Instructions*, one set of *Frequently Asked Questions,* one *List of Schools,* and one preprinted white label for each school.

- LEAs choosing **software submission and requesting internal paper forms** will receive, for each K-12 public school, one *Language Census, Spring 2003 Form* (R30-LC), one set of *Language Census Instructions*, one set of *Frequently Asked Questions,* one *List of Schools,* and one preprinted blue label for each school.

- LEAs choosing **software submission and <u>not</u> requesting internal paper forms** will receive, one *Language Census, Spring 2003 Form* (R30-LC), one set of *Language Census Instructions*, one set of *Frequently Asked Questions, and* one *List of Schools.*

**List of Schools**
For the first time this year your district will be provided with a list of schools that are expected to submit R30-LC forms. This list may be used to notify the California Department of Education of closed and/or inactive schools or school name changes or grade span changes. The County/District superintendent's signature is required for closed schools or school name changes. A signature is not required for grade span updates. If there are any updates the completed list may be returned with your district's R30-LC forms or faxed to the Educational Demographics Office at (916) 327-0195.

**Internet Submission of No ELs or FEPs**
If all of the schools in your district do not have English Learners or Fluent English Proficient students as of March 1, 2003, you may submit this information to our office over the Internet, and eliminate your paperwork. To do this you will need your district's password and access to the Internet. Once on the Internet, go to **http://data1.cde.ca.gov/dataquest/lc_login.asp**, enter your password, and select the option to submit no EL/FEP data. Then follow the prompts on the screen. Do not submit any other Language Census forms or data to CDE once you have submitted this information via the Internet.

**Software Submission**
This year each district will be provided with a CD containing the *Language Census Data Entry Assistant (LCDEA)* software. Because of the size of the installation file, the software will no longer be available on our Internet site. LEAs are strongly encouraged to complete and submit the census data using the LCDEA software. In order to use the software, you must have Internet access and Windows 95 (or later versions of Windows). The software is not Macintosh compatible. See appendix B for an overview of the software. If you choose to use the software and submit your data via the Internet, you must **NOT** submit any paper forms to our office. For more information on using the software and to obtain software updates, please visit our web site at:
http://www.cde.ca.gov/demographics/lc

**Return Information**
Whether you use the LCDEA software or the paper form, the county or district office must submit data to the Educational Demographics office on or before April 3, 2003.

If you are submitting your data on a paper form, affix the preprinted label to the R30-LC form where indicated at the top of Page 1, if it has not already been affixed for you. If there is not a label for a school, see the instructions enclosed with the labels or make your own label, which contains the school's CDS code, county name, district name, and school name.

If you are using paper forms, submit them to:

Educational Demographics Office
California Department of Education
P.O. Box 944244
Sacramento, CA 94244-2720

**Instructions for Completing the R30-LC Form**

*Definitions of Terms Used in the R30-LC Form*

**English Learner (EL):**
A student for whom there is a report of a primary language other than English on the state-approved "Home Language Survey" and who, on the basis of the state-approved California English Language Development Test (CELDT), has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

**Fluent-English Proficient (FEP) students:**
A student whose primary language is something other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were initially identified as FEP and students redesignated from English learner to FEP). FEP students are reported every year as long as they are enrolled at the school.

**Primary Language:**
A student's primary language is identified by the "Home Language Survey" as the language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home. For the purposes of the Language Census, sign language is not identified as a primary language.

**Language Code:**
A language code is a two-digit number assigned to each primary language identified in California public schools. See Appendix A for the set of codes used in the Language Census.

**Submission, Contact, and Certification**

**Label Information**
Make sure the label for each school is correct. If there has been a name change or a change in the County District School (CDS) code, please indicate the changes on the *List of Schools* and return this list to our office with your R30-LC forms. If the school is not in operation at the time the Language Census information is collected, return the form or label to our office with an explanation as to why it is being returned, or indicate the reason on the *List of Schools.*

**Submission Options**
- **If there are no English learners (EL) and no Fluent-English Proficient (FEP) students enrolled as of March 1, 2003:** Check the first box on Page 1 of the R30-LC form. Then, complete the contact information and certification, and submit Page 1 of the form to our office by April 3, 2003.

- **If there are one or more English learners (EL) and/or fluent-English proficient (FEP) students enrolled as of March 1, 2003:** Check the second box on Page 1 of the R30-LC form. Next, complete the contact information, certification, and parts 1-5. Submit the form to our office by April 3, 2003.

**Contact Information**
Print the name and phone number of the person

completing the form and enter the current date. The contact person must be able to verify data entered on the form and to provide assistance to our staff if errors or inconsistencies are found with the data.

## Certification of Language Census
If submitting your Language Census data using the LCDEA software, print out the "Certification of Electronic Submission of Language Census" letter, verify the totals, sign the form and mail to CDE.

All forms submitted on paper must be signed or submitted with a signed cover letter certifying accuracy of the data. If the district office compiles the school data, a cover letter certifying the accuracy of the data for all schools is acceptable in lieu of a certification signature on each form.

## Primary Language Codes
Only those codes listed for the primary languages on Page 1 of the R30-LC form may be used in parts 1 and 5.

> ## Part 1 – English Learner (EL) and Fluent-English Proficient (FEP) Students

## Part 1 Column a – Primary Language Name
## Part 1 Column b – Primary Language Code
Enter the language name and code for each primary language, other than English, spoken by students identified as English learners and/or FEP at the school. Only use the languages and codes shown on the Primary Language Code list on Page 1 of the R30-LC form and Appendix A of these instructions. Only indicate a primary language or code once in this section, and combine all the students for that language on one line.

If a student has a primary language other than English and it is not on the list, enter code 99, *All other non-English languages*. Combine all languages with a code of 99 onto one line.

## Part 1 Column c – Type
This column indicates what data is reported on this row. Either "EL" or "FEP" are valid types.

## Part 1 Columns d - r – Grade Level
Enter the number of all identified English learners and FEP students by grade level on the corresponding row of their primary language. Total each row and enter the sum in Column (r). Count each student only once. Do not estimate and do not include English-only students. Do not enter any zeroes or use tally marks on this section of the form. Do not use pencil, only use dark ink if hand entering the data.

If you are submitting on paper and there is insufficient space on the form for all the primary languages other than English spoken by students at the school, you may copy Page 2 and include the copies as an attachment. Please write "Attachment" at the top of the page and make sure the school name or CDS code is on the attachment.

## Part 1 Row 1 – Totals – EL
For paper submission, enter the total number of English learners by grade level for each of columns d through r. Software users will have these totals automatically calculated. If additional pages are needed due to insufficient space, do not put a subtotal in this row; only enter the school grand total of English learner students.

*Note:* The sum of the columns ( d-q) should equal the sum of column (r) on line 1 for total ELs. This is a way to cross check the accuracy of your entry and calculations.

## Part 1 Row 2 – Totals – FEP
For paper submission, enter the total number of FEP students by grade level for each of columns d through r. Software users will have these totals automatically calculated. If additional pages are needed due to insufficient space, do not put a subtotal in this row; only enter the school grand total of fluent English proficient students.

*Note:* The sum of the columns ( d-q) should equal the sum of column (r) on line 2 for total FEPs. This is a way to cross check the accuracy of your entry and calculations.

> ## Part 2 - English Learners' Instructional Information

## Part 2 Row 3 – Total English Learners from Part 1, row 1, column (r)
Enter the total number of English learners from Part 1, Row 1, Column (r) of Page 2. This step will not be necessary for software users.

## Part 2, Section A – Number of English learners Enrolled in Specific Instructional Settings

Report all English learners placed in instructional settings required by Education Code 300-340. Count each English learner only once and report him/her in the column that most closely describes the placement of that student.

The total number of English learners reported in Row 9 must equal the total number of English learners reported in Part 1, Row 1, Column (r), of the R30-LC form. **If you do not enter the correct number in Row 9, the form will be considered incomplete and may be returned for correction**. Software users will have these calculations automated and will be warned if the EL totals from parts 1 and 2 do not match.

## Part 2 Row 4 – Structured English Immersion
These are classes where English learners who have not yet met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled in an English language acquisition process for young children in which nearly all classroom instruction is in English, but with a curriculum and

presentation designed for children who are learning the language. For example, a school district may organize its Structured English Immersion setting to accommodate those English learners who score at the beginning and intermediate levels on the CELDT (EC 305 and 306(a)).

### Part 2 Row 5 – Alternative Course of Study

These are classes where English learners are taught English and other subjects through bilingual education techniques or other generally recognized methodologies permitted by law. The students enrolled have been (1) granted a parental exception waiver pursuant to EC 310 and 311; or (2) enrolled in any Alternative Education Program operated under the Superintendent of Public Instruction's waiver authority (EC 58509) when such an alternative for English learners was established specifically to waive one or more sections of Education Code 300 through 340; or (3) enrolled in a Charter School program which offers any alternative course of study for English learners.

### Part 2 Row 6 – English Language Mainstream Class - Students Meeting Criteria

These are classes where English learners who have met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled and provided with additional and appropriate services.  For example, a school district may organize its English Language Mainstream setting (with additional and appropriate services) to accommodate those English learners who score at the advanced intermediate and advanced levels on the CELDT (EC 305; CCR T5 11301 and 11302).

### Part 2 Row 7 – English Language Mainstream Class - Parental Request

These are classes where English learners, who have not met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English, are enrolled in an English Language Mainstream Class and provided with additional and appropriate services on the basis of a parental request.

*Note*:  CCR 11301(b) permits a parent or guardian of an English learner to request, at any time during the school year, that a child placed in Structured English Immersion be transferred to an English Language Mainstream Class and be provided with additional and appropriate services. Enter in this column the number of English learners placed in an English Language Mainstream Class at the request of their parent or guardian.

### Part 2 Row 8 – Other Instructional Settings

These are classes or any instructional settings other than those described in rows 4 through 7 of Part 2.  The instructional settings described in rows 4 through 7 are those explicitly authorized by Education Code 300-340.

### Part 2 Row 9 – Total English Learners

Enter the sum of rows 4 through 8. Ensure that the total is the same as the total in Part 1, Row 1, Column (r). For

software users, the calculations will be made electronically.

**Part 2, Section B – English Learners Receiving Instructional Services**

Report all English learners receiving instructional services who have been placed in the instructional settings reported in Section A., rows 4 through 8. Only count each English learner once and choose the row that most closely describes the services received by him/her.

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The total number of English learners reported in Row 16 must equal the total number of English learners reported in Part 1, Row 1, Column (r), of the R30-LC.  **If you do not enter the correct number in Row 16, the form will be considered incomplete and may be returned for correction.** Software users will have these calculations automated and will be warned if parts 1 and 2 do not match.

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### Part 2 Row 10 – English Language Development (ELD)

In this row, count English learners who receive at least ELD instruction but none of the other instructional services in rows 11-13. ELD is English language development instruction appropriate for the English learner's identified level of language proficiency.  Such instruction is designed to promote the effective and efficient acquisition of listening, speaking, reading, and writing skills of English learners. In this row, count only those English learners receiving ELD instruction from teachers reported in Part 5.

### Part 2 Row 11 – ELD and Specially Designed Academic Instruction in English (SDAIE)

In this row, count English learners receiving, in addition to ELD as described in Row 10, at least two academic subjects required for grade promotion or graduation, taught through Specially Designed Academic Instruction in English (SDAIE).  SDAIE is an approach used to teach academic courses, such as Mathematics and Social Science, in English to English learners and is designed to increase the level of comprehensibility of the English medium instruction.  These English learners are not receiving primary language support or instruction as described in rows 12 and 13. Count in this row only those English learners receiving ELD and SDAIE from teachers reported in Part 5.

### Part 2 Row 12 – ELD and SDAIE with Primary Language Support

In this row, count English learners receiving, in addition to ELD and SDAIE as described in rows 10 and 11, at least two academic subjects required for grade promotion and graduation, facilitated by Primary Language (L1) Support. L1 Support is the use of the student's primary language to clarify meaning and facilitate comprehension of academic content taught through SDAIE or mainstream English.  L1 Support is not the same as Primary Language Instruction as defined in Row 13. Count in this row only those English learners receiving ELD and SDAIE instruction from

teachers reported in Part 5 and who concurrently receive L1 support from the same or another instructor.

*Note*: Primary Language Support may be provided by any teacher or any bilingual paraprofessional who is supervised by a credentialed teacher. No specialized credentials or certificates are required.

### Part 2 Row 13 – ELD and Academic Subjects Through the Primary Language (L1)
In this row, count English learners receiving, in addition to ELD as described in Row 10, at least two academic subjects required for grade promotion and graduation taught primarily through the primary language (L1). In kindergarten through grade 6, L1 instruction must be provided, at a minimum, in Language Arts (including reading and writing) and Mathematics, Science, or Social Science. In grades 7-12, L1 instruction must be provided, at a minimum, in any two academic subjects required for grade promotion and graduation. English learners reported as receiving L1 instruction may also receive SDAIE as described in Row 11. Count in this row only those English learners who receive ELD and L1 instruction from teachers reported in Part 5.

### Part 2 Row 14 – Instructional Services other than those defined in Rows 10 – 13
In this row, count English learners receiving some type of instructional service that while specifically designed for English learners, is an instructional service that does not correspond exactly to the program descriptions of rows 10-13. Instructional services reported on line 14 are those that vary either quantitatively and/or qualitatively from rows 10-13. For example, enter in row 14, English learners receiving only one period of SDAIE or Primary Language Support or Primary Language instruction but not the two periods required for reporting in rows 11, 12 or 13. Also enter in row 14 English learners receiving any services specified in rows 10-13 but where the services are provided by a staff member other than an authorized teacher or teacher in training reported in Part 5. Also report in row 14 those English learners who do not receive any of the services as described in rows 10-13 but who receive another type of instructional service specifically designed for English learners such as an Individual Educational Plan (IEP) developed for a Special Education English Learner. English learners reported in Row 14 may, but are not required to, receive the English learner instructional service from teachers reported in Part 5.

### Part 2 Row 15 – Not Receiving any English Learner Services
In this row, count all of the remaining English learners who have not been counted previously in rows 10-14. These English learners are not receiving any specialized instructional services as specified in rows 10-14.

### Part 2 Row 16 – Total English Learners
Enter the sum of rows 10-15. Ensure that this total is the same as the total in Part 1, Row 1, Column (r) and row 9 of Part 2. This will be calculated electronically for software

users.

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**Part 3 - Students Redesignated**

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### Row 17 – Students Redesignated
Enter the total number of English learners redesignated as FEP since the last census (March 1, 2002). Include those who are no longer enrolled at the school (i.e., graduated or moved). These students are redesignated according to the multiple criteria, standards, and procedures adopted by the district and demonstrate English language proficiency comparable to that of average native English speakers.

*Note*: In future years, continue to count these FEP students in Part 1 if still enrolled in the school.

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**Part 4 - Parental Waiver of English Language Classrooms**

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Pursuant to Education Code (EC) Sections 310 and 311, school districts are required to process waiver requests from parents or guardians of English learners who petition for enrollment in a bilingual education class or other generally recognized alternative course of study. On rows 18 and 19, enter all new and renewal waiver activity since the last census on March 1, 2002. Include in the counts waivers that were submitted before and were pending on March 1, 2002 but processed (transacted) after March 1, 2002.

*Note*: A waiver granted under EC 310 and 311 is not the same as a Parental Request reported in Part 2A, Row 7. Parental Requests refer to solicitations on the part of parents or guardians to have their child transferred from a Structured English Immersion setting and placed in an English Language Mainstream Class and provided with additional and appropriate instructional services as authorized by CCR 11301(b).

### Part 4 Row 18 – Parental Waivers Submitted
Enter the total number of new and renewal parental waivers submitted pursuant to EC 310 and 311.

### Part 4 Row 19 – Parental Waivers Granted
Of the total number of new and renewal parental waivers reported on Row 18, enter the total number of parental waivers that have been granted since March 1, 2002.

*Note:* The number reported in Row 19, total parental waivers granted, may not be greater than the number reported in Row 18, total parental waivers submitted. In Row 18 include all waiver activity, new and renewal, including those waiver requests submitted before March 1, 2002 but where a decision that was pending on March 1, 2002 and which were eventually transacted after March 1, 2002 (granted or denied). In Row 19 include all waivers; new, renewal, and pending, that were granted after March 1, 2002.

Part 5 reflects the staffing requirements for services to English learners as described in the *2002-2003 Coordinated Compliance Review (CCR) Training Guide.*

**Only report teachers providing services to English learners** reported in Part 2 rows 10 through 14.

If a teacher holds a CTC bilingual, SDAIE or ELD authorization and is **not** **providing services directly to English learners** at the school, **do not report the teacher** in Part 5

Count each teacher and paraprofessional (aide) only once. Report in whole numbers regardless of full-time or part-time status (no fractions or decimals). If a teacher or aide works at more than one school, report the person at the school in which he or she spends the majority of time providing instruction. If the teacher or aide spends an equal amount of time at more than one site, choose only one site to report the person.

**Part 5, Section A – Teachers providing ELD Primary Language Instruction to English learners and Bilingual Paraprofessionals providing services to ELs**

Identify the number of teachers who provide Primary Language instruction to students who were counted in Part 2, Row 13. In some cases students may be counted in Rows 10-12 and 14. If a teacher provides primary language instruction in more than one language, choose the language in which they instruct the most. Do not report this teacher more than once, do not use decimals to report their time, and do not list both languages on one line as a combination.

**Part 5 Rows 20 - 27, Columns a & b – Language of Instruction**
Enter the two-digit language code and language name for each language of instruction provided to English learners by a teacher and/or paraprofessional (aide). The language codes and names used in this section must correspond to the language of the English learners who were reported in Part 1 and Part 2B. Only the languages reported in Part 1 that have corresponding English learners may be reported in this section. For example, do not enter the language Vietnamese if there are no Vietnamese English learners reported in Part 1. Please refer to the last page of these Instructions or Page 1 of the R30-LC form for a list of language codes and names.

**Part 5 Rows 20 – 27, Column c – Teachers with a CTC Bilingual Authorization:**
Report the number of teachers who provide Primary Language Instruction to English learners and who have:
- Valid Commission for Teacher Credentialing (CTC) Bilingual Crosscultural Language and Academic Development (BCLAD) certificates,
- Bilingual Cross-cultural Certificates of Competence (BCC), or
- Other CTC authorization for bilingual education including Emergency or Sojourn authorizations.

**Part 5 Rows 20 – 27, Column d – Teachers in Training for a CTC Bilingual Authorization**
Teachers in Training are teachers who, on an interim basis, have been teamed with a bilingual paraprofessional (aide) to meet the primary language instruction staffing need in response to a district shortage of qualified bilingual teachers; or teachers who are documented to have the required language skills of the English learners (i.e., authorized foreign trained teachers providing content instruction in the native language) and not teamed with an aide. Each teacher should have completed or be currently enrolled in training that will qualify him or her for a bilingual authorization issued by the CTC. A description of the training program for these teachers should be included in the district's *Plan to Remedy the Shortage of Qualified Staff* or the most current *Staffing Plan Annual Report.*

**Part 5 Rows 20 – 27, Column e – All Bilingual Paraprofessionals (aides)**
Report the number of all bilingual paraprofessionals providing primary language support to English learners. All paraprofessionals should meet district criteria that ensure paraprofessionals are (1) able to speak, understand, read, and write English and the primary language of the English learners; and are (2) familiar with the cultural heritage of the English learners.

**Part 5 Row 28 – Total L1 Teachers**
Enter totals for rows 20-27 to indicate the total number of teachers for columns c and d. Also in row 28 enter the total number of bilingual paraprofessionals. For software users, this calculation will be made electronically.

**Part 5 Row 29 – Total Teachers providing Primary Language Instruction**
Enter the total number of teachers providing Primary Language Instruction to English learners enrolled in the school (the sum of row 28, column c and column d). For software users, this calculation will be made electronically.

A teacher should not be counted more than once in Part 5. The total entered in Row 29 should not represent a duplicate count of teachers.

## Part 5, Section B – Teachers providing ELD and/or SDAIE Instruction to English learners

> The purpose of Part 5, Section B, Rows 30-32, is to collect data on teachers providing SDAIE and/or ELD exclusively. In cases where teachers provide SDAIE and/or ELD in addition to primary language instruction, these teachers should be reported in Part 5, Section A, rows 20-27 only. Do not report any teachers who provide primary language instruction in Part 5, Section B, rows 30-32.

### Part 5 Column a – SDAIE and ELD

Report the number of teachers who provide both SDAIE and ELD in column (a). Do not report teachers in column (a) if you have already reported them in Section A., rows 20-27, as providing primary language instruction.

### Part 5 Column b – SDAIE only

Report the number of teachers who provide only SDAIE in column (b). Do not report teachers in column (b) if you have already reported them in Section A., rows 20-27, as providing primary language instruction.

### Part 5 Column c – ELD Only

Report the number of teachers who provide only ELD in column (c). Do not report teachers in column (c) if you have already reported them in Section A., rows 20-27, as providing primary language instruction.

### Part 5 Column d – Total by authorization/certificate (columns a + b + c)

Enter the sum of columns (a) + (b) + (c). These calculations will be made electronically for software users.

### Part 5 Row 30 – Teachers with a CTC authorization (CLAD or equivalent)

Include teachers who hold any valid CTC authorization for ELD and/or SDAIE, such as:
- Cross-cultural Language and Academic Development (CLAD),
- Language Development Specialist (LDS), or
- Supplementary authorization.

Also include any teachers who hold a CTC bilingual teaching authorization (BLCAD, BCC, Emergency, and Sojourn) who are assigned to provide ELD and/or SDAIE but not primary language instruction.

### Part 5 Row 31 – Teachers with SB 1969 (or SB/395) Certificate of Completion

Include teachers who hold a SB 1969/395 certificate of completion of staff development training.

### Part 5 Row 32 – Teachers in Training for SDAIE or ELD Teaching Authorization

Include teachers in training who provide SDAIE to English learners and who are enrolled in either CLAD training or a SB 1969/395 staff development program with a SDAIE focus. Also include teachers in training who provide ELD to English learners and who are enrolled in either CLAD training or a SB 1969/395 staff development program with an ELD focus for self-contained classroom instruction.

### Part 5 Row 33 – Total Teachers Providing ELD and/or SDAIE Instruction to English Learners

Enter the sum of rows 30-32. For software users, this calculation will be made electronically

## Part 5, Section C – Summary of Teachers Providing Instructional Services to English Learners

This section summarizes data reported above. The summary should help you verify that no teachers have been counted more than once. Duplicate counts have been the most frequent error in Part 5 in prior years.

*Note:* For software users, Section C will be completed electronically.

### Part 5 Row 34 – Total Number of Teachers Providing Instructional Services (Sum of row 29 and row 33)

Enter the sum of rows 29 and 33.

# Appendix A – Language Code List

The following is a list of primary languages and codes used for completing the Language Census form R30-LC, parts 1 and 5.  Only language codes listed may be reported on the R30-LC form. Please do not enter language codes created for your individual school data systems.

Primary languages not listed below are assigned code 99 (all other non-English languages).  On Part 1 of the R30-LC form, aggregate all the students assigned code "99" on one row only.

There have not been any changes made to the Language Code List for 2003

For purposes of the data collection, sign language is not considered a primary language. Do not include it on the form.

If there is a language not listed below and that is spoken by 5 or more students designated as English learners or FEP students at your school, contact Dorothy Aicega in the Educational Demographics Office, at (916) 327-0208. It is possible that new language codes will be added in future years.

| Code/Language | Code/Language | Code/Language |
|---|---|---|
| 11 Arabic | 21 Hebrew | 41 Polish |
| 56 Albanian | 22 Hindi | 06 Portuguese |
| 12 Armenian | 23 Hmong | 28 Punjabi |
| 42 Assyrian | 24 Hungarian | 45 Rumanian |
| 58 Bosnian | 25 Ilocano | 29 Russian |
| 13 Burmese | 26 Indonesian | 30 Samoan |
| 03 Cantonese | 27 Italian | 52 Serbo-Croatian (Serbian) |
| 36 Cebuano (Visayan) | 08 Japanese | 01 Spanish |
| 54 Chaldean | 09 Khmer (Cambodian) | 46 Taiwanese |
| 20 Chamorro | 50 Khmu | 32 Thai |
| 39 Chaozhou (Chiuchow) | 04 Korean | 57 Tigrinya |
| 14 Croatian | 51 Kurdish (Kurdi, Kurmanji) | 53 Toishanese |
| 15 Dutch | 47 Lahu | 34 Tongan |
| 16 Farsi (Persian) | 10 Lao | 33 Turkish |
| 05 Filipino (Pilipino or Tagalog) | 07 Mandarin (Putonghua) | 38 Ukrainian |
| 17 French | 48 Marshallese | 35 Urdu |
| 18 German | 44 Mien (Yao) | 02 Vietnamese |
| 19 Greek | 49 Mixteco | 99 All other non-English languages |
| 43 Gujarati | 40 Pashto | |

# Appendix B – Software Instructions

**Quick Guide to the Language Census Data Entry Assistant**

This quick guide is for users of the Language Census Data Entry Assistant which is distributed on CD.

In order to use the software, you must have Internet access and Windows 95 (or later versions of Windows). The software is not Macintosh compatible.

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| ***Introduction*** | This document is intended to be a short explanation of the steps necessary to use the Language Census Data Entry Assistant (LCDEA) software to complete the Language Census Forms. |
| ***Step 1*** <br> Instructions and forms | Review the instructions and forms that were sent out with this disk. |
| ***Step 2*** <br> Install the software | Follow the prompts to install the LC-DEA software. |
| ***Step 3*** <br> Start the software | To start the LCDEA software, press the "Start" button, then the "Programs" options. Select the "Language Census" program group, and click on the "LCDEA" icon. <br> The first time the software starts, it will prompt you for your district so that it can pre-load your district's schools. |
| ***Step 4*** <br> Gather data | Review the forms to determine which data you need from each school. Some school districts have the data available centrally, while other districts must collect it manually each year from the schools in the district. The way you use the LCDEA will depend on how your district has the data available. <br><br> Options: <br> - **4.a Paper reports are available from each school** <br> You will need to ensure that all the data you need for each school are available on the paper reports. If some data are missing, you will need to collect it from the appropriate source. Once all data has been collected, go to Step 5. <br><br> - **4.b Data are not available centrally and must be collected from each school.** <br> If you requested the forms and labels (using the "Language Census Contact and Submission Survey" form that was mailed to your district on November 15th 2002), CDE will have provided you with blank forms and labels for your schools. You may also use the LCDEA to print out a blank R30-LC form for each school. To do this, use the "Reports", "R30-LC Form" option from the menu. Then select the school(s) you wish to print and click on the "Print" button. The forms may then be distributed to each school with instructions to complete the form. Once the forms have been completed, go to Step 5. <br><br> - **4.c Data are available electronically at the district.** <br> If the data are available in an electronic format, the data may be imported into the LCDEA without data entry. The data must be in the format specified by the software. The format is available at http://www.cde.ca.gov/demographics/lc/lclayout2003.pdf. You may also view the layout from within the LCDEA software by using the "Help" option, then looking under "File Layout". |
| ***Step 5*** <br> Entering data into the LCDEA | Enter the district contact information by using the "Edit", "Edit District Contact/Certification" option. <br><br> – **For those districts that used Step 4.a. or Step 4.b** <br> For each school, enter all data for parts 1 through 5. Use the "Edit/Select school" option from the menu. Select the school you wish to work on highlighting the school by clicking on it. You may also search for the school by name or code. Once you have selected your school, press the "Edit R30 form" button, and enter data for each part by clicking on the appropriate tab. After you have returned to the "Select school" form, you may view any generated errors by clicking on the "View Errors" button. <br><br> For those schools that have no English-learner or fluent-English-proficient students, check the "No EL/FEP" check box. No further information is required for that school. |

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| | - **For those districts that used Step 4.c**<br>If you have the EL/FEP data available in electronic format, you must match the format to the published format for the EL/FEP data.<br><br>Use the "File", "Import data" option to load your existing data into the LCDEA. If any preliminary errors have been identified which prevent loading the data, print out the error report and resolve the errors. Once all preliminary errors have been identified and corrected, load the data into the LCDEA. |
| **Step 6**<br>Check data for errors | Run the error report by using the "Reports", "Error Report" option. If errors exist, print out the report and use the report to resolve the errors. You may also want to print the "Explanation of Errors" report by using the "Reports", "Explanation of Errors" option. This report explains in more detail each edit check.<br><br>A copy of the Language Census Edit Checks is in 'Appendix B' of this 'Language Census Instuctions' document.<br><br>All "Errors" must be resolved before submitting the data. All "Warnings" should be reviewed. "Warnings" will **not** prevent data submission.<br><br>Use the "Edit", "Edit/Select school" option to correct identified errors. |
| **Step 7**<br>Verify data and print reports | You may wish to print out individual copies of the R30-LC form for each school and/or any of the district-level reports that are available in the LCDEA.<br><br>You may review these reports for accuracy prior to submitting the data to the California Department of Education (CDE) in Step 9. |
| **Step 8**<br>Submit data | Once all "Errors" have been resolved and "Warnings" have been reviewed, you are ready to submit your data to the CDE.<br><br>The submission of data relies on an active Internet connection. Use the "File", "Submit data via Internet" option. Verify the "district contact/certification" information, and then click on the "Submit data" button. After the "Submit data (via Internet)" screen displays, click on the "Submit data" button. When the data are uploaded to CDE, you will be notified. At this point, you will print out the "Certification Letter", complete the "Certification letter" and mail it to the CDE.<br><br>Note: Your Internet connection must have FTP capability in order to upload the data. If you cannot successfully submit your data by Internet, you may email your data to pwilburn@cde.ca.gov. |
| **Step 9**<br>Backup data | Once your data have been sent to the CDE , please back-up your data to a floppy diskette for safekeeping by using the "backup" option that is available when you exit the LCDEA software.<br><br>We recommend that you keep the LCDEA software on your PC until mid-July in case CDE staff have any questions or the data have not been correctly transmitted to CDE.<br><br>To remove the LCDEA software, use the original LCDEASET.EXE program. You will be prompted to remove the software.<br><br>You may also manually remove the LCDEA program by deleting the C:\LC2002 subdirectory (or if you did not use the default installation subdirectory, delete the subdirectory that you installed the LCDEA into). |